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AUTHOR Browning, Meshach
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ABSTRACT

This paper outlines objectives and procedures followed to develop career awareness through foreign language instruction at a junior high school in Maryland. The purpose of Project Aware was to make the student cognizant of the need for occupational and career exploration as early as possible. The outline contains (1) basic procedures, (2) sample objectives and goals, (3) sample textbook review, (4) sample newspaper review, (5) sample community survey, (6) sample materials for teacher awareness training, (7) sample lesson plan of teaching activities, (8) sample evaluation of activities, materials, and goals, and (9) a sample redefinition of objectives and goals. (RL)

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Prepared by: Mr. Meshach Browning, Chairman
Guidance Department
Fort Hill High School
Cumberland, Maryland 21502

CAREER AWARENESS IN FOREIGN LANGUAGE INSTRUCTION

Background

A component of Project Aware, developed as a pilot project at Braddock Junior High School, Cumberland, Maryland in 1969-1970, was in the area of foreign language instruction. The purpose of including career awareness in the study of a foreign language was to make the junior high student more aware of the need for occupational/career exploration as early as possible. It was felt that by including such awareness as a congruent part of the established subject, the student would be more encouraged to consider this vital part of his development. I was coordinator of the activities for this program. Guidance counselors have long seen the need for vocational and avocational exploration as early as possible.

Basic Procedure

In order to integrate career awareness in a foreign language instructional program, the following steps should be utilized:

1. Define objectives and/or goals.
2. Review the materials of instruction currently in use to determine present areas or career awareness being used.
3. Survey the community for possible assistance and added depth to the present instructional program.
4. Train teacher or teachers in career awareness activities via workshop or building consultant, ie. guidance counselors or librarians.
5. Develop a set of activities which will enhance the current program and implement awareness activities.
6. Evaluate activities, materials, and goals periodically to see if they are meeting student needs.
7. Redefine objectives/goals yearly to keep current with local student needs and regional task force on careers.

Sample Objectives/Goals

* * To develop an awareness of the world of work by making students more aware that the vocabulary being studied in the French language has occupational denotations.

* * To develop an awareness of the world of work by making students more aware that the pictorial presentation being studied of the culture of France has occupational connotations.

* * To develop an awareness of the local world of work impact in relation to the nations speaking language currently studied by the students.

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* * To develop an awareness on the part of the students of the foreign language opportunities in job selection and future employment opportunities for student planning in course selection.

* * To become more aware of the avocational opportunities on the part of the students by the continued pursuit of a foreign language.

Sample Text Book Review

Text: Le Français Vivant 1, Louise Couture, Charles E. Merrill Co., 1965
Evaluate the text book "Vocabulaire" for such words as these:

le boucher = butcher le chimiste = chemist L'écrivain = writer

Evaluate "Les Leçons" for possible integration of awareness activities:

pg 57 - veterinarian, pg 88 - jobs of the theater, pg 91 - jobs in restaurant
pg 158 - jobs on railroad, pg 238 - jobs in business, pg 246 - transportation

Sample Newspaper Review

Newspaper: Ca Va, November, 1970, Scholastic Magazines

page 6 - Vocabulaire: select words from listing that have career connotations and construct a "mots croisés" of your own.

Sample Community Survey

Survey industries on a local level that have international distribution to determine the use of the language the student is studying.

Kelly-Springfield Tire Company - "The Sun Never Sets on Kelly Tires"
French: Haiti, Lebanon, Madagascar, Switzerland, Syria, Trinidad, Viet Nam

Sample Materials for Teacher Awareness Training

J. Prol, Occupational Opportunities Through Learning Foreign Languages, Department of Foreign Languages, Prince George's Community College, Largo, Maryland.

France, Ambassade de France, Service de Presse et d'Information, 972 Fifth Avenue, New York, 10021.

France Actuelle, a semi-monthly report on modern France, sponsored by the Comitie France Actuelle, a private association of French businessmen, 1001 Connecticut Avenue, N.W., Suite 828, Washington, D.C. 20036.

SRA, Occupational Exploration Kit, from guidance department.

FACSEA, catalogues available, 972 Fifth Avenue, New York 10021.

Newsletter to Educators, Department of Employment and Social Services, 1100 N. Eutaw Street, Baltimore, Maryland 21201.

Occupational Outlook Quarterly and News, U.S. Department of Labor, Office of Information, Washington, D.C. 20210.

Sample Lesson Plan of Teaching Activities

OBJECTIVES

a. To make students aware that problems in world of work also are the same in French culture
b. To make students aware that pictorial presentations have occupational connotations
c. To make students aware that the vocabulary in Ca Va has occupational denotations
d. To make a cross cultural comparison of foreign language study and job performance

MATERIALS

a. February issue of Ca Va
b. Chalkboard

METHOD OF PRESENTATION

a. Lecture - discussion

PROCEDURE

Introduction:

a. Are you aware of the careers presented in the issue -Let's look.

Front page:

a. Police are needed - but have to be recruited

Page 2

a. Conversations - note the following: routine of police - small town vs. large town - young policeman's reaction to job - old policeman's worry about future
Demonstration

Page 3

a b Modernization being felt - would people lose jobs - any comparison

d Page 4

Center section -
How do jobs listed compare with American jobs?
Would language training help?

Page 5

c 144 word grid - using vocabulary - credit for all words - bonus if job related

a b Page 6

women are moving into male fields

ASSIGNMENTS

See how many words on p-5 can be put into a grid of 144 squares - List words at bottom * words you think are job related

GRADING PROCEDURE

Competition type - 2 grades

1. Number of words
2. Occupational integration * words

Sample Evaluation of Activities, Materials, and Goals

Excerpt from Project Aware evaluation:

1. Do you feel learning now about jobs and the future world of work is important?

	Yes	No	No opinion	N.R.	
L-ex	94	1	1	4	Figures represent
L-c	91	3	5	1	percentages.

2. What do you think is more important in a job choice? (most frequent response)

L-ex Happiness
L-c Chances of keeping a job

. . . . . .

2. How could it (the pilot program) be improved? (For example, more counselors, more and better testing programs, more materials for your use, etc.) (most frequent response)

L-ex more and better counselors
L-c more counselors

The language experimental groups (L-ex) in the program were much more realistic in career goals than the language control groups (L-c). Or, in the words of one 14 year old male student, "It started me thinking to what I want to be. It also got me to think of several jobs instead of just one."

Sample Redefinition of Objectives/Goals

Since I left the project at the end of the school year 1970-1971, I am unable to give any samples of the method of goal redefinition. This, however, is the most important aspect to keep a program like this current and on-going.